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ABSTRACT

Maintaining that Japan is a strong ally and important trading partner of the United States, this publication contains a guide to teaching about Japan for students in grades three through six. This guide combines the construction of a culture box with integrated learning activities to help students better understand Japanese life. Third-grade students focus on community life in Japan, while sixth-graders focus on Japan as a member of the world community. Various activities are suggested to meet specific objectives, with guidelines provided on the management of the activities and the use and care of materials. (KWL)

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CENTERING ON JAPAN

TEACHER'S GUIDE

JAPAN

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INTRODUCTION

This Japan culture box and integrated learning activities were developed in conjunction with a Japanese study tour for social studies educators sponsored by the National Council for the Social Studies and the Japan Institute for Social and Economic Affairs (JISEA).

Twenty-three teachers, representing elementary, secondary and colleges/universities across the country, spent sixteen days in Japan learning about culture, society, education, economy, industry and most important, living with and meeting the Japnese people.

The culture box contains thirty-six, hands-on activities in a variety of curriculum areas to foster understanding of this complex society at either third of sixth grade level. The third graders will focus on community life in Japan while the sixth graders will focus on Japan as a member of the world community.

Our ally and second most important trading partner, the influence of Japan in global affairs is strong and is expected to grow as the twenty-first century becomes, as some predict, the century of the Pacific Rim. It is important for children of both countries to better understand one another in light of past conflicts and in view of current and future cooperation for a strong global economy and world peace.

OBJECTIVES

The objectives for the various learning activities derive from the third and sixth grade social studies curriculum developed by the S.B.U.S.D. Mrs. Marion Klein was most helpful in sharing these, and the activities were developed so that the objectives may be attained. Most of the activities relate to multiple objectives and each objective is addressed by multiple activities. All of the activities are keyed to the objectives on the activity cards.

While not all of the activities are appropriate for third graders whose focus is community, the teacher can select from among the activities those that are most relevant and appropriate for the third graders. All of the activities are appropriate for sixth graders in light of the social studies objectives developed by the district.

The set of objectives upon which the activities are based follows.

MANAGEMENT OF THE ACTIVITIES

The culture box and the activities contained therein were purposely designed to be flexible. Many of the activities can be done by the whole class at once(provided copies are made from the masters). Or, children may be grouped to do five or six different activities at one time. Or, activities may be done individually and independently.

You may choose among these three basic patterns or mix and match them. On some days the whole class may do one activity, while on other days, you may have groups working on five different activities,and perhaps on another day, each child would freely choose his or her own special activity for the period.

You might choose to mix and match during the same instructional period. For example, you might start out with one activity that everyone does, then have two or three group activities going while the rest of the children work independently on individual activities. Feel free to use the kit so that it meets the needs of your instructional program.

Children can use the contract form included in the teachers guide to note completion of the activities. Coloring in the red circles will not only complete Japanese flags but will indicate the number of activities completed. Children can add the # of the activity they have completed to the flag. Please feel free to adapt the contract form to your own special needs. You might, for example, want to add a rating scale for achievement or interest or add a space for your initials. Just xerox the contract form, make your additions, deletions and then run it off for each child in your class. They can keep these contract forms in their Japan folders (See initiation activities).

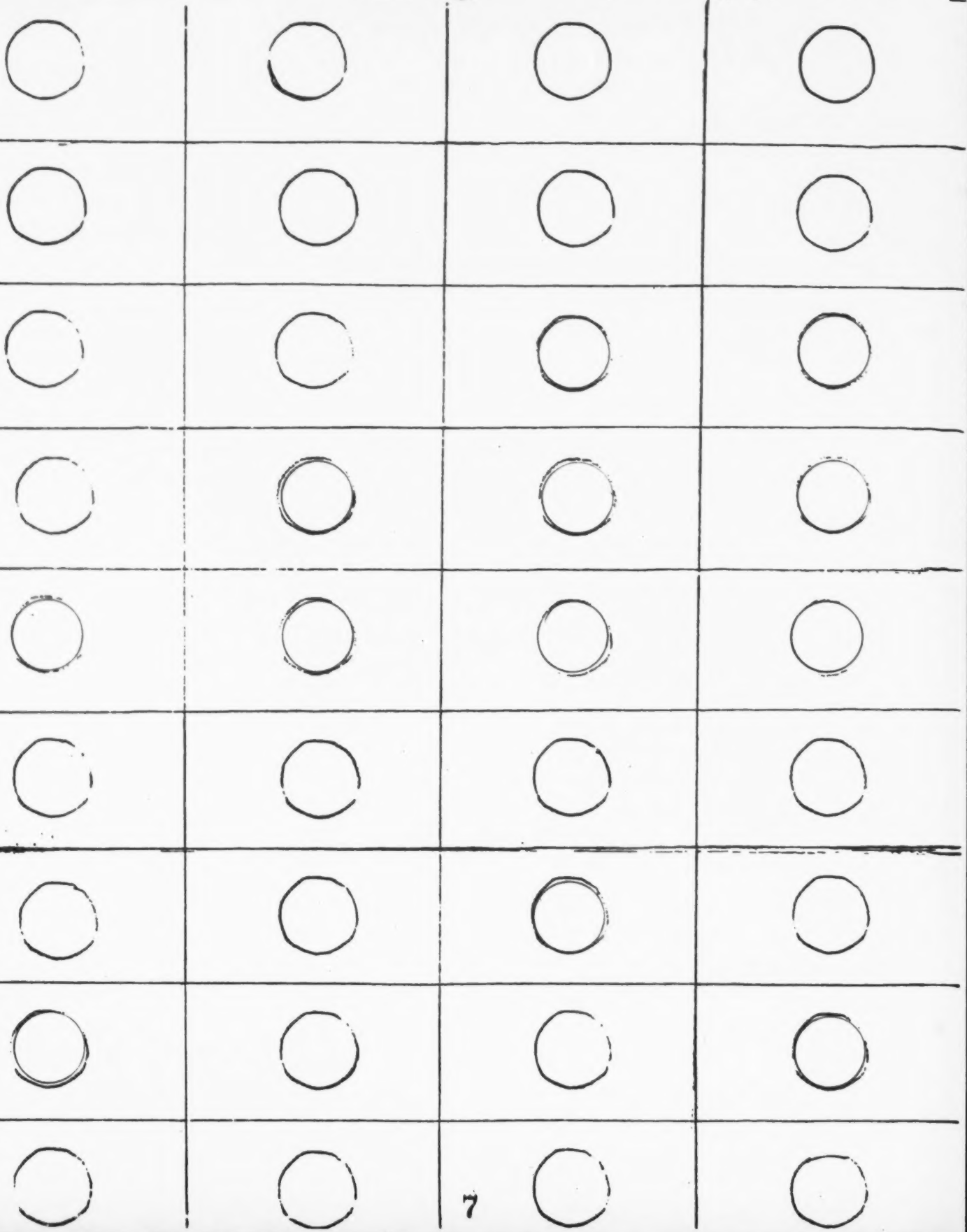
It would be a good idea to go through all of the activities yourself before you introduce the culture box to the class. This will help you determine which activities are the most appropriate, how many of them you will use, and what size group will be involved in each. Running off all of the copies and materials you will need from the xerox masters will save you time later on. I have tried to keep additional teacher supplied materials to a minimum. They are listed, however, on each activity card. Gather these at the outset as well.

Encourage your students to take care of the materials and return whatever they use to the proper place in the box. Stress the cost and especially the unavailability of the materials since many were purchased in Japan especially for the culture box. Show them how to locate materials in the culture box by matching the number on the activity card to the number on the folders, baggies, album, or boxes. Materials needed for each activity are clearly listed on each card, and you can tell children where they can find materials other than those included in the box.

Please make masters from the xeroxed and other materials included in the culture box and avoid using the originals. In some cases, the materials are one of a kind and cannot be replaced. Also, replenish any materials you use such as origami paper.

Finally, please add your suggestions for improving either the activities or the management system in the back of this guide on the blank pages. If you add activities or make your own worksheets, please add these to the back of the guide as well. The culture box, with your help, can expand and improve as it moves from classroom to classroom.

lame____ 日本 Activities



GETTING STARTED - INITIATING ACTIVITIES

Although your students will probably learn something about Japan using the culture box exclusively, supplementing the activities in the box with initiating lessons that are motivating, whole class lesson that provide linkages and missing information, research activities, free reading, guest speakers, films and field trips will greatly enhance the experience for the children and increase the liklihood that all objectives are met.

Environment

To begin, use the posters to decorate one or several bulletin boards. Set up a table for the culture box and feel free to display the artifacts on a table when they aren't being used for activities. Display both fiction and non-fictional books related to Japan and Japanese culture. Make sure that a world map has Japan's location clearly marked and feel free to hang up the map of Japan included in the box. The Japanese flag included in the kit can serve as a model for a very large one the children can make for display. A current events bulletin board which features articles about Japan can be established.

A Trip to Japan

You might consider initiating the unit by simulating a trip to Japan with your students. First have them fill out a passport application which asks for name, address, height, weight, color of eyes, birthdate, birth place, country of origin, nationality, purpose of trip. They can attach a small photo of themselves to the application (last year's class photos) which will be returned to them attached to their passports. Make passports for each child using the model attached with several blank pages between the covers. Have the children write a packing list, have them chart the route by air, have them consult travel brochures to plan the sights they want to see. Use the boarding passes, the itinerary, the Japan Airlines folder included here on the morning or afternoon of the flight. Rearrange the room to look like the inside of an airplane, take off, play Japanese music, serve Japanese snacks (rice crackers)and show an in-flight motion picture (a film from the district on Japan). You can carry the fantasy trip as far as you care to or as far as the children's imaginations allow.

Pre-Assessments

You might initiate the unit with an attitude inventory about Japan. Ask for responses using sentence stems like these:

When I think of Japan, I think of....

Japan is....

Japan is similar to the U.S. in these ways..., different in these ways....

The Japanese people....

Or, you might have students compile two lists, either indivually or as a class: "Things I know about Japan and Things I want to know about Japan." If you help the children categorize the"Things I want to know about Japan"list, the major headings can become committee assignments. Use the list of"Things I know about Japan"as hypotheses which will be tested as the unit progresses. At various points, stop and go through the list with children. Then ask them to either accept, reject or put a question mark next to each item on the list based on the data they have gathered. This is the essence of social science activity.

Pull down a world map and see if children can locate Japan on a world map. You can do this individually on dittoed maps to determine how closely they have come to the location. Distribute maps of Japan(in the box) and hypothesize with them how geography may affect the various aspects of society.

Simulate a Japanese Classroom

You might consider introducing the unit by simulating a Japanese classroom. Some suggections follow:

- Have children add San to their first or last names as this is the polite form of address in Japan (Ellen-San or Smith-San).
- Have children wear uniforms for a week (white shirts and blue bottoms) as children do in Japan.
- Have children remove shoes before entering classroom.
- Have children bow and use Japanese words of greeting.

The list of common phrases and words is included for use with any initiating activities you choose. Don't worry about perfect pronunciation.

- Have children simulate the crowdedness of Japan in the classroom or on the playground. Since Japan's population is about half of that of the U.S. and they live on 1/25th of the land, if you divide the room of playground into twenty-five equal parts and let the children at first stand where they choose and then have 1/2 of them stand on only one space(1/25) they will soon feel the crowded conditions and can hypothesize how the society reacts to this and how they would react if they lived in such close proximity to their neighbors.

Introducing the Culture Box

Explain the purpose of the culture box, show the contents and go through several activities the first day. Explain that each day, new activities will be explained and then they will be used by groups, individuals or by the class as a whole. Have children make folders. The Japanese flag makes a very fine cover on a white piece of paper. The characters for Japan can be superimposed on the rising sun as they are on the lid of the culture box. Distribute the contracts and explain how they will be used. Children can place their contracts and maps of Japan in the folder the very first day along with materials used in the other initiation activities.

Other Start-Up Ideas

You might begin the study of Japan with any combination of ideas listed above or you might consider these:

- Field trip to Little Tokyo or Japanese Garden at Huntington Library
- Guest speakers who are Japanese or Japanese American or have visited Japan as"Tachi"kids or as tourists or as seminar participants. Cal State has many Japanese exchange students
- Film or appropriate videotape
- Sampling of Japanese food or visit to Japanese restaurant

Dear Parents:

We are about to embark on a study of Japan. We will be learning about our Pacific neighbor through art, music, math, language arts and games.

In order to give the students an authentic feeling for this culture I will try to simulate a Japanese classroom here in San Bernardino. Children, for example, will remove their shoes upon entering the classroom. They will address me and each other using Japanese forms of address and bow traditional greetings to one another.

I can use your help to make our classroom even more similar to a Japanese classroom. In Japan children generally wear blue and white uniform dress. This means a blue skirt or pants and white blouse or shirt. Can you please arrange to have your child come to school dressed in this "uniform" for the week of _____. Then we will talk about how it feels to look alike and whether uniformity affects how we act as well.

Thank you in advance for your cooperation. If you have any questions or have any experience or materials about Japan you would like to share, please feel free to contact me.

Arigato (Thank you)
Sincerely,

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JAL

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From the Imperial Hotel's front entrance you can cross the street to lovely Hibiya Park and the Imperial Palace grounds. And you can stroll in minutes to the Ginza, the business district, the subways—to anywhere in central Tokyo.

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BIRTHDATE _____

ISSUE DATE _____ EXPIRES _____

HEIGHT _____ HAIR _____ EYES _____

SIGNATURE _____

APPIX PHOTO

JAPAN AIR LINES ロンミークラス ECONOMY CLASS

便名 FLIGHT NO. JL 001 /23
日付 DATE
クラス CLASS Y
搭乗口 GATE 50
座席 SEAT 64C
SMOKING
行先 DESTINATION TOKYO/NARITA
搭乗時刻 BOARD TIME 1300
備考 REMARKS
乗換・TRANSFER
:乗継便または途中で座席変更になる場合。
:FOR CONNECTING FLIGHT OR SEAT CHANGE ENROUTE.
便名 FLIGHT
座席 SEAT
SEQ. NBR
氏名 NAME KRONOWITZ
乗換・TRANSFER
ご搭乗券 BOARDING PASS
INSERT
:本券は最終地までお持ち下さい。
:自記され度に1枚ずつお通し下さい。
:TO BE KEPT UP TO YOUR DESTINATION.
:INSERT THIS INTO THE MACHINE AT THE GATE.

搭乗券 BOARDING PASS

全日空 ALL NIPPON AIRWAYS

行先 FOR	月/日 DATE	便名 FLIGHT		ゾーン種別	備考 REMARKS
熊本 KUMAMOTO	6/26	645	23H	ZO4	

INSERT THIS INTO THE MACHINE AT THE GATE.
KEEP THIS UNTIL YOUR ARRIVAL AT THE DESTINATION

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MAY 31 1986 ITIN28492

PASSENGER

22 JUN 86 - SUNDAY
UNITED 1162 SPCL CLASS
LV: ONTARIO CA. 1140A CONFIRMED
AR: SAN FRANCISCO 1251P

23 JUN 86 - MONDAY
JAPAN AIRL 1 COACH CLASS
LV: SAN FRANCISCO 100P NONSTOP CONFIRMED
AR: TOKYO/NARITA 340P ARRIVAL DATE-24 JUN

09 JUL 86 - WEDNESDAY
JAPAN AIRL 2 COACH CLASS
LV: TOKYO/NARITA 600P NONSTOP CONFIRMED
AR: SAN FRANCISCO 1105A

PSA 646 SPCL CLASS
LV: SAN FRANCISCO 305P CONFIRMED
AR: ONTARIO CA. 418P

TERMS OF PAYMENT ARE NET 30 DAYS

WHOLE CLASS LESSONS AND RESEARCH TOPICS

The children will most probably need your help in putting Japan in perspective especially historically, geographically and economically. The lesson you conduct over and above those activities in the culture box will be invaluable in elucidating Japanese culture and society. You will want to first determine what gaps exist in the children's knowledge and understanding and then use films, library books, text and some of the suggestions below to fill them.

- Development of a detailed and illustrated time line of key events in Japanese history
- Discussion of the causes and effects of Japan's bombing of Pearl Harbor including the devestation of Hiroshima and Nagasaki.
-Discussion of trade imbalance because our imports of Japanese products exceed our exports.
-Reading of stories and folktales to the children
-Cooking Japanese foods
-Using Japanese words in spelling tests (those most useful such as kimono, sushi, sayonara)
-Current events discussions about Japan based on articles the children clip from the newspaper
-Graphs of daily temperature in Tokyo and San Bernardino. These appear in the weather section of the newspaper.
-Using current rate of exchange to do math problems. (How many yen would you get for a ten dollar bill today?)
-Comparative population and areas charts developed with the children
-Planning a field trip to Little Tokyo or a simulated trip to Japan with actual itineraries day by day.
-Singing Japanese songs together using the cassette and song book
-Making murals on life in Japan
-Making life-size Japanese figures from butcher paper tracings
-Writing a play about Japan
-Japanese feast

- Survey of Japanese products in the home(See attachment)
- Paper mache darumas (see directions attached)
- Fish rubbings/gyotaku (see directions attached)
- Flower arranging/ikebana (see directions attached)
- Playing Japanese games (see directions attached)

Guest Speaker

I am available to serve as a guest speaker as my time and schedule permits. Among the presentations I am prepared to make are these:

Slide show on Japan (45 minutes)
Show Japan artifacts (30 minutes)
Teach"Coal Miners'"dance (45 minutes)
Make sushi if ingredients are assembled before by the teacher

I can be reached at the University (8877571).Leave a message indicating time, date of proposed visit to your class, school, telephone number and I will check my calendar and get back to you.

Individual Reports

Research skills are an important part of social studies and the children in you class can either use the "List of things I want to know about Japan" or this list to choose research topics. These topics can be researched either individually or in groups.

- Mt. Fuji
- Bullet train
- Bonsai
- Tea ceremony
- Foods of Japan
- Japanese gardens
- Japanese houses
- Karate
- Calligraphy
- Bunraku puppets
- Flower Arranging
- Castles in Japan
- Prime Minister Nakasone
- Kabuki Theatre
- Shogun period
- Parts of a Kimono
- Sumo wrestling
- Judo, kendo
- Japanese dolls
- Schooling in Japan

Direct the students to A Look into Japan included in the culture box. This little guide contains a wealth of information and additional topics for research.

ART 1

Sociology
3-14
6-3,15,18

"Mon"

Explanation in art box
Black paper and white chalk or paint

Mon are family crests and each Japanese family has one. Read about mon on the paper in the art box. Then design a special crest or mon for your family using the black paper and white chalk or paint.

ART 2

Geography
6-19

"Bookmarks"

Patterns in the art envelope
Bookmarks in the art box
Cardboard, paste, scissors

Choose a bookmark pattern. Color it with markers, paint or crayons. Paste it on the cardboard and then cut it out. Use it to mark your place in books on Japan. Notice the different geographic features of Japan depicted on the bookmarks.

ART 3

Sociology
3-13,14

"Japanese Kites"

Kite patterns in art envelope
Paper, string, scissors, marker set

Use the patterns in the art envelope to make your own colorful Japanese kite. There are two styles to choose from. Try flying your kite or making a larger version.

ART 4

Sociology
3-11,13
6-12,18

"Origami"

Directions, paper and samples in art box for the whale, cup, bird and helmet

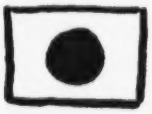
Origami is the ancient Japanese art of paper folding. The art is still practiced today. All Japanese children learn origami in school. Follow the directions and study the samples. Then make your own origami creations. Read books about origami and try the ones you like. Teach others to make them too.

ART 5

Government
6-3

"Japan's Flag"

Flag in art box
Paper and crayons



Japan's flag shows a red sun against a white background since Japan is known as the "land of the rising sun." After looking through pictures, books, etc., create a different flag for Japan using other symbols which would represent the country.

ART 6

Sociology
3-13,14
6-13,17,18

"Calligraphy"

"Dear Friend" on rice paper in art envelope
Brush in art box
Ink and paper

The Japanese characters say "Dear Friend." Copy the sample. Begin at the top and work your way down using your sumi brush and black ink or paint on white paper.

ART 7

Sociology
3-11,14
6-13,18

"Kanji"

Kanji worksheets in art envelope
Brush or pencil
Ink or paint for use with brush

Kanji are Japanese characters which stand for whole words or ideas. All Japanese children learn to read and write three different alphabets, one of which is kanji. Practice writing kanji signs for book, tree, rain, rice field, school on the worksheets in the envelope. Practice writing other kanji signs you find in the workbook <u>on separate paper</u>, not in the workbook.

ART 8

Sociology
3-11,14
6-2,3,12,15,18

"Japanese Art"

Postcards of art
<u>Japanese Prints Coloring Book</u>
(art envelope)

Look carefully at the post-cards and prints in the coloring book. 1- What do the cards and prints show you about life in Japan? 2- List all the objects you see in the prints that are usually associated with Japan. 3- List the things you see that seem very unusual to you. Draw you own Japanese print if you have time.

ART 9

Economics	.	Magazines, paste
3-2,3,7	"Auto Collage"	Scissors, paper
6-2,5,6		

Make a collage of pictures of Japanese automobiles. Cut the pictures out of newspapers or magazines. If you prefer, make a collage of Japanese products of all kinds.

MATH 1

Sociology
3-13
6-13

"Japanese Arithmetic"

Math envelope
paper and pencil

Use the sheet in the math envelope to learn to count in Japanese. Then do these examples. Make up some other examples and then challenge a friend.

Juu - shichi =
Juu + juu =
Ni + san =
San X ni =
Roku + shi =
Ichi X hachi =
Go X san + ichi =
Juuroku ÷ shi =

MATH 2

Economics
3-2,3,7
6-5,6

"Count the Change"
$1.00 = ¥ 250

Math envelope
Currency card
yen in baggie
pencil and paper

Answer these questions:

1. How many yen in the bag?
2. If 250 yen = $1.00, is there more or less than $1.00 in the bag?
3. Count the yen on the card ¥ _____.

¥ 500 = $_____
¥ 1000 = $_____
¥ 2500 = $_____
¥ 3000 = $_____
¥ 5000 = $_____
¥ 10000 = $ _____

Now make up 5 problems of your own and challenge a friend.

MATH 3

Economics
3-2,3,7
6-2,5,6
Sociology
3-14; 6-3,15

"Japanese Cuisine"

Math envelope -
menu
Paper and pencil

sushi

Order your lunch and dinner from the menu. Write down what you ate for each meal. Add up the cost of each meal. Which meal was more expensive; how much more?

Example:

Lunch	
gyoza	$3.50
yakitori	$4.00
	$7.00

GAMES 1

Sociology
3-13,14
6-15,18

Game box

"Kendama"

Find the kendama in the art box. Play this popular Japanese game by yourself or with a friend.

GAMES 2

Sociology
3-13,14
6-3,10,15,18

"Pagoda Puzzle"

Puzzle and directions in the game box

The pagoda is the symbol of the Buddhist religion and is part of a typical Buddhist temple. Read about Buddhist temples on pp.24-29 of A Look Into Japan. Then take the pagoda apart and put it back together. Be very careful as it is very fragile.

GAMES 3

Sociology 3-11,13,14 6-3,15	"Jan-Ken"	Directions in game box

Jan-Ken is the game we call scissors, stone paper. It comes from Japan and is used to determine who goes first. We use a coin toss for the same purpose. Read the directions in the game box and then play with a friend. Remember to say,"Jan ken pon."

GAMES 4

Geography 3-6 6-6,7,14,19	"Volcano Concentration"	Postcards cut in ½ in game box

Japan is a land of volcanoes. Mt. Fuji and Mt. Aso are both volcanoes. While Mt. Fuji (the highest mountain in Japan) is dormant, Mt. Aso on the island of Kyushu is active. Find both volcanoes on the map. Then play volcano concentration with another player. Mix the cards up, lay them face down, and take turns finding pairs. Player with most pairs wins.

GAMES 5

Geography
3-6; 6-19
Sociology
3-12,13,14
6-3,12,15,17,18

"Postcard Quiz"

Postcards in game box (uncut)

Play this game with a friend. Place postcards face up. Players take turns trying to identify what is on the postcard. If player guesses correctly, she keeps card. If payer guesses incorrectly, card is put at bottom of pile and the next player goes. Players keep going until they miss. Player with the most cards at the end of the period of play wins.

GAMES 6

Geography
3-2
6-4,5,19

"Japan Puzzle"

Jigsaw puzzle

Find a friend to help you put the jigsaw puzzle together. While you work, learn the important features of Japan's geography.

GAMES 7

Sociology
3-13,14
6-15,18

"Koma"

Wooden tops in game box

Wooden tops are very popular toys in Japan. Spin a top. Something unusual happens. What was it? Why does it happen? Find a friend. Have a contest to see whose top spins longest. Time the spins and make a chart.

	Player 1	Player 2
1st	5 seconds	7 seconds
2nd	3 "	9 "

GAMES 8

Sociology
3-11,14
6-3,15

"Chopstick Races"

Chopsticks, cups macaroni all in game box

Find a friend. Pile the macaroni in the center of the table. See who can pick up the most macaroni in five minutes using the chopsticks <u>correctly</u>. Player with most macaroni in cup wins.

How to hold the upper chopstick. This one is held between the thumb and the index and middle fingers, and is moved up and down.

How to hold the lower chopstick. This one is kept still.

MUSIC 1

Sociology
3-11,13,14
6-3,12,13,15,18

"Japanese Songs"

Cassette in art box
Songbook in art/ music envelope
Tape recorder
Art materials

Listen to the cassette of Japanese songs. Follow along in the songbook. Choose one song to illustrate after reading the words. Be sure to write the name of the song on your picture. Then learn the words in Japanese to the 5th song, "Ama Furi" or the 8th song, "Akai Tori." Practice with the cassette until you know the song by heart.

LANGUAGE 1

Sociology
3-12,14
6-2,3,15,18

"Creative Writing"

Pictures in the language envelope
Pencil and paper

The pictures in the envelope were all taken in Japan and appeared in a Japanese magazine. Some are funny, some are interesting in other ways. Select your favorite and write a story about it.

LANGUAGE 2

All objectives depending on the story

"Japanese Fiction"

Library books
Books in Kit

Select a book to read. Share your reactions to the book in one of these ways:

1. Book review
2. Book jacket
3. Poster advertising book
4. A letter to the author of the book telling what you liked best about it.

LANGUAGE 3

Sociology
3-12,13,14
6-3,10,15,18

"Darumas"

Daruma
Paper and pencil

Darumas are good luck charms. They are used for making a wish. When you make a wish, you color in one iris of one eye. When the wish comes true, the iris of the other eye is colored in. Pretend you have a daruma like the one in the kit. What would you wish for? Write a story about the wish.

LANGUAGE 4

All objectives depending on article

"Newspaper Matching Game"

Current events folder in the language envelope
Art materials
Pencil and paper

You will find articles about Japan from local newspapers in the folder. They describe interesting things going on in Japan or in Japanese communities here in Southern California. The articles have been separated from their headlines and the photos that originally went with them. Your task is to choose an article, write a headline for it and draw a picture to illustrate it. Check your work against the original.

LANGUAGE 5

Sociology
3-11
6-12,13,18

"Haiku"

Nature scenes in language envelope
Pencil and paper

Haiku are very short poems which are usually written about nature. They have 3 lines and 17 syllables. Select a nature picture from the language envelope. Write your own haiku. Illustrate it if you have time.

line 1 - 5 syllables
line 2 - 7 "
line 3 - 5 "

A spotted, green frog
Jumps into the clear, blue pond
What a nice, cool bath!

LANGUAGE 6

Sociology
3-11
6-2,3,12,15,17,18

"Japanese Folktales and Kamishibai" [paper play]

Index cards
Art supplies and pencil
Magic Listening Cap

Read one of the folktales in the Magic Listening Cap. Then make up a kamishibai or paper play. Here's how: Use 8-10 index cards. Draw on the blank sides pictures which can be used to retell the story you just read. On the lined sides write the key words to tell what is happening in the picture. Then holding up your pictures, tell the story to a friend.

RESEARCH 1

Economics
3-2,3,7
6-2,3,5,6

"Import/Export"

Japan Today
Research material
Products in kit
Paper and pencil

Japan's biggest trading partner is the U.S. Right now, Japan is selling us (exporting) more than she is buying (importing) from us. This has caused a trade imbalance. Do some detective work to find out what Japan exports and imports. Make a chart.

EXPORTS	IMPORTS
cars	cotton

RESEARCH 2

Economics
3-3
6-5

"Japanese Foods"

Food containers
magazines
What I Want to Know About Japan

Look at the Japanese food products or containers in the crate and read about the Japanese diet in What I Want to Know About Japan. Make a chart like this one. Add as many things as you can.

"The Japanese Diet"

Foods the same	Different foods
McDonald's Kentucky Fried	sushi tofu

RESEARCH 3

Geography 3-2,6 6-1,4,5,6,7 14,15,16	"Maps"	Folder with maps and worksheets in research/skills envelope Wall map of Japan

Study the maps and then complete the worksheets. Check your answers on the answer key available from your teacher.

RESEARCH 4

History 3-8 6-4,5,6,7	"War with Japan and Peace in the Future"	Target Pearl Harbor and Sadako and other references

Although today, Japan and the U.S. are allies, this was not always so. During W.W. II, Japan declared war by bombing Pearl Harbor, Hawaii. It was a long and terrible war which ended with the U.S. bombing two big cities (Hiroshima and Nagasaki) with nuclear weapons. Read about the war and then write a story- "How to Keep the World Free From War."

RESEARCH 5

History
3-8,9
6-2,3,4,5,6,7

"Time Line"

Paper strip
Crayons
Reference books

Draw an illustrated time line of events in Japanese history. Start with the year 538, the year Japan was unified. Add at least 10 more events that are significant. Remember to establish a scale for your time line, e.g. 1 inch = 50 years.

RESEARCH 6

Sociology - all
Geography
3-6;6-13,14,7,19
Economics
3-2,3,4,5; 6-2,4,5,6

"Alike/Different"

All reference material in the kit, including pictures, post-cards, objects, brochures, books maps

Look carefully at all of the reference material in the kit. Make a chart of similarities and differences between Japan and the community you live in. For example:

Same/Similar	Different
Disneyland	crowds of people
mountains	raw fish for dinner
	kimonos

RESEARCH 7

Economics
3-2,3;6-2,5
Sociology
3-12,14;6-14,15

"Tokyo Disneyland"

Tokyo Disneyland brochure in research/skills envelope
Paper and pencil

Read the brochure and then answer these: 1- What body of water is Tokyo Disneyland near? 2- How is Tokyo Disneyland the same as the one in Anaheim, how is it different? 3- List the foods available at Tokyo Disneyland. Put a check if you find this in Anaheim. 4- In a paragraph tell why you would or would not like to visit Tokyo Disneyland.

RESEARCH 8

Government
6-1,2,3

"Government in Japan"

What I Want to Know About Japan and other references
Pencil/paper

Read about Japan's government. Then make a comparison between our two governments. Use chart form:

Japan	U.S.
Prime Minister	President
Democracy	Democracy

RESEARCH 9

Government
6-1,2,3
History
3-9; 6-4,5,6

"Japanese Leaders"

Yasuhiro Nakasone and other references in research/skills envelope
Pencil/paper

Do some research on these two leaders in Japan. What are their titles? What do they really do? How are they selected? How long do they serve? Make a chart or answer the questions in a paragraph.

	Hirohito	Nakasone
title		
selection		
term		
job		